SAMPLE
BUSINESS EDUCATION
PROGRAM
STANDARDS

Missouri Department of Elementary and Secondary Education, June 2002

SAMPLE BUSINESS EDUCATION PROGRAM STANDARDS

INTRODUCTION

Program assessment should be a continual process within educational institutions. Assessment of individual programs is an integral part of a school district's plan to evaluate the overall effectiveness and/or efficiency of the district's programs and services. The assessment process provides information vital to determining the extent to which the district's goals and objectives are being met.

The program standards in this document correlate to the standards adopted for the Missouri School Improvement Program (MSIP). This document can be used to help meet the MSIP standard that requires an accountability system to assess student progress and program effectiveness for career education programs. It also contributes to the MSIP standard which requires a written, district wide procedural plan which coordinates the evaluation of the overall effectiveness and/or efficiency of the district's programs and services. The assessment of business programs should be an integral part of the school district's MSIP review and development of the district's Comprehensive School Improvement Plan.

This evaluation document is designed to guide teachers, administrators, program advisory committee members, or other individuals/groups in assessing Business Education programs. Although the objective of any evaluation process is improvement, some specific uses of this program evaluation model could include:

1. An annual program evaluation involving identification of strengths and areas needing improvement, resulting in short- and long-term plans for program improvement.
2. Preparation of an annual report of the program to the Board of Education.
3. A program review in preparation for a Missouri School Improvement Review.
4. Guidance in the development of the program, courses and needed program revisions.
5. Orientation of administrators to the expectations of a quality Business Education program.
6. A guide for teachers new to the program area.
7. Professional development for teachers.

BUSINESS EDUCATION
PROGRAM IMPROVEMENT SUMMARY PROFILE

School _____

Date _____

	Number of Standards	Number Met
1. Resource	4	
2. Curriculum	3	
3. Instruction	7	
4. Career & Technical Student Organization	2	
5. Instructional Climate	1	
6. Guidance	3	
7. Professional Development	1	
8. Program Administration	6	
9. Facilities	1	
10. Performance	7	

Reviewers(s) _____

_____

BUSINESS EDUCATION PROGRAM STANDARDS

RESOURCE STANDARDS

1. A The program offers a coherent sequence of courses leading to occupational competence.	**___ Met** **___ Not Met**

	Yes	No
• The program offers at least 3 courses.	☐	☐
• The program offers at least 3 units of credit.	☐	☐
• Supervised Business Experience or internship is an optional course for students enrolled in the program.	☐	☐

1. B The teacher has a valid renewable teaching certificate for the program area.	**___ Met** **___ Not Met**

	Yes	No
• The district has on file a current teaching certificate for the teacher for the program area.	☐	☐
• The teacher maintains a file containing documentation of completion of the requirements for renewal of the teaching certificate.	☐	☐

1. C Course offerings are appropriate for meeting the needs of students and employers.	**___ Met** **___ Not Met**

	Yes	No
• Course offerings are based on enrollment trends, student interest surveys, and employment needs.	☐	☐

1. D Class size is appropriate for the program area.	**___ Met** **___ Not Met**

	Yes	No
• Class size does not exceed 28.	☐	☐
• The number of students enrolled in the supervised business experience component does not exceed 15 for each period of teacher supervision time.	☐	☐

Comments on Resource Standards:	
	Number of Standards **Met: _____**

PROCESS STANDARDS

2. Curriculum

2. A The program has a written curriculum and services to meet the needs of students. The curriculum is congruent with the overall philosophy of the program.	___ Met ___ Not Met

	Yes	No
• The written curriculum is formally adopted by the board	☐	☐
• The written curriculum guide includes the following components:		
°rationale which relates the program goals to the district's mission and philosophy	☐	☐
°a general description of the content of the program	☐	☐
°general goals for graduates in the program area	☐	☐
°cross references to the knowledge (content), skills and competencies (process) students need to meet the goals established by the district and the Show Me Standards	☐	☐
• Curriculum and instructional strategies have been developed which integrate academic and career education competencies.	☐	☐

2. B The curriculum has been developed with appropriate input and is reviewed on an annual basis.	___ Met ___ Not Met

	Yes	No
• The curriculum guide is utilized by staff planning the instructional program and in the delivery of educational services.	☐	☐
• Systematic procedures are in place to evaluate and revise the curriculum regularly based on actual student needs and indications of student mastery.	☐	☐
• The curriculum is articulated through grade levels and common subject areas to ensure continuity of learning..	☐	☐
• The curriculum is reviewed annually and revised as necessary to reflect changes occurring in industry, student needs, and instructional technology.	☐	☐
• Resources in the community are used to enrich the curriculum.	☐	☐

2. C Learner outcomes and competencies for each course are clearly stated.	___ Met ___ Not Met

	Yes	No
• The curriculum for each course/program has identified competencies organized as units of instruction, with appropriate assessment methods and resources.	☐	☐

Comments on Curriculum Standards:	
	Number of Standards **Met: _____**

3. Instruction

3. A Classroom instruction is congruent with the written curriculum.	___ Met ___ Not Met

	Yes	No
• Daily lesson plans derived from the curriculum guide are used to direct the educational process.	☐	☐
• The teacher is instructed in the use of non-biased practices and language which has been reinforced by policies, procedures and/or on-going awareness training to recognize racial, cultural, gender, or disability bias in curriculum and instructional practices.	☐	☐

3. B Students have the opportunity to participate in Supervised Business Experience.	___ Met ___ Not Met ___ NA

• Students are enrolled in both the class and the supervised employment simultaneously.	☐	☐
• Training stations are appropriate for the occupational area of the program.	☐	☐
• There is a written Instructional Management Plan between the school and the training sponsor on file for each student.	☐	☐
• There is a written training agreement between the school and the training sponsor on file for each student.	☐	☐
• The teacher provides both in class instruction and supervision.	☐	☐
• The teacher has extended employment based on the number of students participating in the supervised business experience component.	☐	☐
• The teacher has adequate supervision time in his/her schedule based on the number of students participating in the supervised business experience component.	☐	☐
• Evaluation of students on the job includes occupationally specific skills as well as general workplace readiness.	☐	☐
• The teacher provides frequent supervision at the training station.	☐	☐
• The teacher closely screens and approves training stations.	☐	☐
• There is evidence that the supervised business experience component of the program has the support of the counselors, administrators and business community.	☐	☐

3. C The program provides students with assistance in the transition to the workplace and/or continued education.	___ Met ___ Not Met

• Worksite educational opportunities (job shadowing, experiential education, internships, etc.) are available.	☐	☐
• Articulation agreements have been implemented with postsecondary institutions and/or with other community resources, where applicable.	☐	☐

3. D Sufficient breadth and depth of instruction is provided in the classroom to meet the	___ Met

needs of all learners.	___ Not Met

	Yes	No
• Varied instructional strategies are used to address all learning styles.	☐	☐
• Coordination procedures have been developed to insure appropriate instruction, review, and reinforcement for individual students served by special/support programs.	☐	☐
• Students are provided appropriate support services (including supplementary aids and accommodations, when needed) to enter and succeed in the career education program.	☐	☐
• The teacher is knowledgeable about special/support programs offered by the district, and actively participates in the Individual Education Plan/Career Education Plan process.	☐	☐

3. E The teacher monitors student progress toward course objectives and learner outcomes.	___ Met ___ Not Met

• Program and/or course objectives, assessment methods and performance expectations are shared with students and parents/guardians prior to instruction.	☐	☐
• An instructional management system exists for reporting student and class mastery of curriculum competencies.	☐	☐

3. F The teacher and students have access to resources to effectively implement the curriculum of the program.	___ Met ___ Not Met

• Resources in the community are utilized to enrich the curriculum.	☐	☐
• Procedures are in place for the periodic updating and replacement of instructional materials.	☐	☐

3. G Equipment for the program supports the curriculum and instructional process.	___ Met ___ Not Met

• Appropriate instructional technology is available for students and staff.	☐	☐
• Equipment is in good repair and proper working order.	☐	☐
• There are procedures for reporting and requesting repairs, and repairs are made promptly.	☐	☐

Comments on Instruction Standards:	**Number of Standards** **Met: _____**

4. Career and Technical Student Organization

4. A Students are provided an opportunity to participate in FBLA as part of the program.	___ Met ___ Not Met

	Yes	No
• FBLA is an integral part of the program operation.	☐	☐
• FBLA is under the supervision of the program teacher.	☐	☐
• The administration provides recognition and support for FBLA.	☐	☐
• Resources are provided for the students and the teacher to participate in FBLA activities.	☐	☐

4. B There is a program of activities developed for the year which includes school and community service projects, leadership development activities, and the competitive events program.	___ Met ___ Not Met

• A program of activities is developed annually by students and the teacher and is based upon the goals, objectives, and curriculum of the program.	☐	☐
• The program of activities includes a series of activities scheduled throughout the school year.	☐	☐
• The FBLA program of activities directly supports achievement of curriculum competencies.	☐	☐

Comments on Career and Technical Student Organization Standards:	**Number of Standards** **Met: _____**

5. Instructional Climate

5. A The instructional climate for the program is conducive to learning and emphasizes the capabilities of each student and the worth of all students.	___ Met ___ Not Met

	Yes	No
• The teacher holds high expectations for teaching and student learning.	☐	☐
• Attendance by students and staff is high.	☐	☐
• The teacher accepts the responsibility of reducing student failure and promoting student success.	☐	☐
• Each student is given the opportunity to succeed in school.	☐	☐
• Student work is displayed in the classroom and the building.	☐	☐
• The classroom is orderly; standards of conduct are understood by everyone and enforced consistently.	☐	☐
• Classroom organization provides for optimum use of instructional time, equipment, and resources.	☐	☐

Comments on Instructional Climate Standards:	Number of Standards Met: _____

6. Guidance

6. A The program has sequential activities designed to assist students with making career and educational choices.	___ Met ___ Not Met

	Yes	No
• Educational/career information resources are readily available to students.	☐	☐
• The counseling staff provides classroom instruction on career development topics.	☐	☐

6. B A recruitment plan is implemented for the program.	___ Met ___ Not Met

	Yes	No
• Recruitment efforts are focused on the needs, interests, and career objectives of the students in response to the needs of the business community.	☐	☐
• The recruitment plan seeks to enroll students that are representative of the total school population.	☐	☐

6. C The admissions policy for the program adheres to the philosophy and goals of the school.	___ Met ___ Not Met

	Yes	No
• Students enrolled in the program have an interest in the career area and the ability to benefit from the program.	☐	☐
• The teacher obtains assistance from the guidance staff and others within the school for recruiting and selecting students.	☐	☐
• All students have equal access to the program and its activities.	☐	☐
• Program enrollment is representative of the total school population with respect to race, gender, and disability.	☐	☐

Comments on Guidance Standards:	Number of Standards Met: _____

7. Professional Development

7. A Professional growth is a continuous process of refining skills and keeping current with new developments in the fields of education and business.	___ Met ___ Not Met

	Yes	No
• The teacher prepares and follows an annual plan for professional growth and development.	☐	☐
• The teacher participates in technical and professional activities to update knowledge and skills.	☐	☐
• Time is provided to staff as an encouragement to participate in staff development activities.	☐	☐
• The teacher has been trained, within the last three years, in recognizing the signs and symptoms of substance abuse and has been trained in implementing the district's intervention strategies.	☐	☐
• The teacher is encouraged to maintain membership in and participate in professional organizations.	☐	☐

Comments on Professional Development Standards:	Number of Standards Met: _____

8. Program Administration

8. A The program has a written statement of educational mission and overall goals.	___ Met ___ Not Met

	Yes	No
• The statement of mission and goals includes the purpose and goals established for the program area.	☐	☐
• Provisions are made for the periodic review and appropriate modification of the program goals to reflect current conditions with input from students, parents, and community representatives.	☐	☐
• The mission and goals reflect the needs of all students, the labor market and the community.	☐	☐

8. B There is a written plan to evaluate the effectiveness of the program.	___ Met ___ Not Met

	Yes	No
• Measurable objectives identified for each career education program.	☐	☐
• Established performance measures for each measurable objective.	☐	☐
• An acceptable level of performance has been determined for each measure.	☐	☐
• An established procedure for gathering, analyzing, and reporting data relevant to each measure of performance.	☐	☐
• An established procedure for reporting the outcomes and corrective action (if necessary) for all measurable objectives for each career education program.	☐	☐

8. C There is a written set of policies and procedures which guide operations of the program.	___ Met ___ Not Met

	Yes	No
• Written policies are in place for the program, and shared with students and parents.	☐	☐
• There is provision for periodic review of the policies by the teacher, administrators, and students.	☐	☐
• The program is in compliance with policies and standards established by state and federal education agencies.	☐	☐

8. D There are procedures in place to ensure efficient financial management and accountability.	___ Met ___ Not Met

	Yes	No
• The teacher provides input for determining the program budget.	☐	☐
• An accounting system is in place to provide for the complete and systematic recording of all funds received and expended, and appropriate school accounts are utilized.	☐	☐
• An inventory of equipment purchased with state and/or federal funds is maintained for the program.	☐	☐

8. E An advisory committee provides community input and support for the program.	___ Met ___ Not Met

	Yes	No
• An advisory committee has been established and is active.	☐	☐
• The advisory committee has a written program of activities and a record of all meetings.	☐	☐
• The advisory committee membership is appropriate for the program area.	☐	☐

8. F The teacher systematically and frequently provides information to various groups about the activities of the program.	___ Met ___ Not Met

	Yes	No
• A written plan provides guidance for providing information to various groups.	☐	☐
• The teacher maintains open communications with local media and school district public information staff.	☐	☐
• The teacher participates in local community organizations and activities.	☐	☐

Comments on Program Administration Standards:	Number of Standards Met: _____

9. Facilities

9. A Facilities are healthful, adequate in size, clean, well-maintained and appropriate to house the program.	___ Met ___ Not Met

	Yes	No
• The program is housed in appropriate facilities.	☐	☐
• Adequate maintenance services are provided to maintain all educational facilities in a clean, safe and orderly state.	☐	☐
• All observed safety and emergency devices are in place and operational.	☐	☐
• Staff members and students are trained in the safe and proper use of all safety and emergency devices where applicable.	☐	☐

Comments on Facilities Standards:	Number of Standards Met: _____

PERFORMANCE STANDARDS

10. A All students enrolled in the program demonstrate mastery of at least eighty percent (80%) of the curriculum competencies identified by the program.	___ Met ___ Not Met

10. B All students enrolled in the program demonstrate mastery or gain in basic and advanced academic skills in mathematics, communication arts, science, and social studies.	___ Met ___ Not Met

10. C The placement rate for students completing the program into employment, further Education or training, or military training is at least eighty-five percent (85%).	___ Met ___ Not Met

10. D The placement rate for students completing the program into *related* employment or education is at least sixty-five percent (65%).	___ Met ___ Not Met

10. E The percent of school graduates who complete the program is at a high level or is increasing.	___ Met ___ Not Met

10. F The percent of students enrolled in the program who drop out of school is smaller than the drop out percent for the school in general.	___ Met ___ Not Met

10. G The percent of students enrolled in the program who are in regular daily attendance is higher than the percent for the school in general.	___ Met ___ Not Met

Comments on Performance Standards:	**Number of Standards** **Met: _____**

STRENGTHS: Summarize below the major strengths of the program, citing the related standard.

CONCERNS: Summarize below major concerns for the program, citing the related standard.

GENERAL COMMENTS OR SUGGESTIONS FOR PROGRAM IMPROVEMENT: